

W B GOODWIN ELEMENTARY

5501 Dorchester Road
N. Charleston, SC 29418

GRADES PK-6 Elementary School

ENROLLMENT 744 Students

PRINCIPAL LaDene A. Conroy 843-767-5911

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	69	40	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

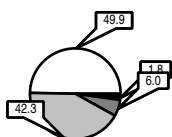
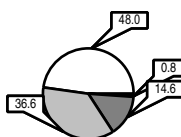
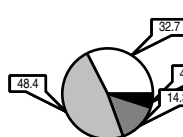
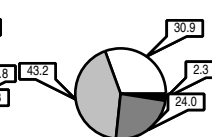
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	444	99.6	47.9	36.6	14.7	0.8	20.9	Yes	Yes
Gender									
Male	216	99.1	54.8	35.5	9.7	0.0	14.5		
Female	228	100.0	41.3	37.8	19.4	1.5	27.0		
Racial/Ethnic Group									
White	62	100.0	34.0	44.0	20.0	2.0	30.0	Yes	Yes
African-American	343	99.7	50.7	34.9	13.8	0.7	19.1	Yes	Yes
Asian/Pacific Islanders	10	100.0	55.6	33.3	11.1	0.0	0.0	I/S	I/S
Hispanic	29	96.6	40.0	44.0	16.0	0.0	28.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	401	99.8	46.7	36.7	15.8	0.9	22.1		
Disabled	43	97.7	60.6	36.4	3.0	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	444	99.6	47.9	36.6	14.7	0.8	20.9		
English Proficiency									
Limited English Proficient	24	95.8	57.1	33.3	9.5	0.0	23.8	I/S	I/S
Non-Limited English Proficient	420	99.8	47.4	36.8	15.0	0.8	20.8		
Socio-Economic Status									
Subsidized meals	373	99.5	50.0	35.7	13.7	0.6	20.4	Yes	Yes
Full-pay meals	71	100.0	35.2	42.6	20.4	1.9	24.1		

Mathematics - State Performance Objective = 15.5%									
All Students	444	100.0	49.9	42.3	6.0	1.8	16.2	Yes	Yes
Gender									
Male	216	100.0	52.9	40.6	4.8	1.6	13.9		
Female	228	100.0	46.9	43.9	7.1	2.0	18.4		
Racial/Ethnic Group									
White	62	100.0	30.0	52.0	6.0	12.0	32.0	Yes	Yes
African-American	343	100.0	54.8	39.8	5.4	0.0	13.0	No	Yes
Asian/Pacific Islander	10	100.0	22.2	66.7	11.1	0.0	0.0	I/S	I/S
Hispanic	29	100.0	40.0	44.0	12.0	4.0	24.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	401	100.0	47.6	43.8	6.6	2.0	17.8		
Disabled	43	100.0	73.5	26.5	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	444	100.0	49.9	42.3	6.0	1.8	16.2		
English Proficiency									
Limited English Proficient	24	100.0	42.9	42.9	9.5	4.8	19.0	I/S	I/S
Non-Limited English Proficient	420	100.0	50.3	42.3	5.8	1.7	16.0		
Socio-Economic Status									
Subsidized meals	373	100.0	52.0	41.6	6.1	0.3	14.6	No	Yes
Full-pay meals	71	100.0	37.0	46.3	5.6	11.1	25.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	113	100.0	36.0	42.0	20.0	2.0	22.0
	Grade 4	100	100.0	43.0	43.0	14.0	N/A	14.0
	Grade 5	140	100.0	61.4	33.9	4.7	N/A	4.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	99.0	31.9	36.2	30.9	1.1	31.9
	Grade 4	117	100.0	42.5	39.8	16.8	0.9	17.7
	Grade 5	111	100.0	53.0	42.0	5.0	N/A	5.0
	Grade 6	113	100.0	61.5	27.9	9.6	1.0	10.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	113	100.0	38.0	47.0	9.0	6.0	15.0
	Grade 4	100	100.0	36.0	52.3	8.1	3.5	11.6
	Grade 5	140	99.3	55.1	40.9	3.9	N/A	3.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	42.1	53.7	4.2	N/A	4.2
	Grade 4	117	100.0	50.4	38.9	7.1	3.5	10.6
	Grade 5	111	100.0	53.0	38.0	8.0	1.0	9.0
	Grade 6	113	100.0	49.0	42.3	5.8	2.9	8.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 744)				
First graders who attended full-day kindergarten	76.1%	N/C	100.0%	100.0%
Retention rate	2.4%	N/A	3.9%	2.7%
Attendance rate	94.6%	Down from 95.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		5.3%	3.5%
Eligible for gifted and talented	5.4%	Up from 4.0%	5.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Down from 5.3%	8.0%	8.2%
Older than usual for grade	1.7%	Down from 14.9%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	32.3%	Down from 40.0%	48.5%	51.4%
Continuing contract teachers	59.7%	Down from 67.3%	82.2%	87.5%
Highly qualified teachers**	90.7%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	4.9%		2.9%	0.0%
Teachers returning from previous year	77.4%	Up from 76.7%	83.9%	86.7%
Teacher attendance rate	94.3%	Down from 95.5%	94.7%	94.9%
Average teacher salary	\$35,627	Down 0.9%	\$39,951	\$40,760
Prof. development days/teacher	24.3 days	Up from 23.3 days	13.4 days	12.4 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 19.4 to 1	17.2 to 1	18.9 to 1
Prime instructional time	86.4%	Down from 88.0%	89.3%	90.0%
Dollars spent per pupil*	\$5,291	Up 2.3%	\$6,640	\$6,044
Percent of expenditures for teacher salaries*	68.8%	Up from 68.0%	64.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. B. Goodwin Elementary prides itself in building readers, writers, and thinkers. We continue to be a professional development demonstration site for balanced literacy. We are afforded this opportunity because we have been the recipient of the SC READS Grant, TAS Grant, and South Carolina Reading Initiative and at present, the Reading First Grant. Our teaching staff participates in sustained professional development and a coaching model for teaching reading and writing. We provide our teachers and students an abundance of teaching treasures. The School Improvement Council and teaching staff work as architects and follow the school renewal plan as well as The Charleston Plan of Excellence as the scaffolding to support our instructional structure. We are a Standards in Practice school. The SC State Standards and the Coherent Curriculum are the blueprints, which guide our instructional planning and delivery. The teachers are the project managers who model, guide, coach, and inspire. We set our goals high and establish phases of construction for our learners. Our interventions are monitored and adjusted to be sure we measure academic growth quarterly. The extensions we create with the outside agencies are the cement that supports the programs we implement. We access services that add strength to assist our children and families overcome obstacles and close gaps that could be challenges. Connecting families to these services helps us to build a strong network of productive persons who problem solve and share best plans on behalf of children. Cross Community Church opens its doors for our family literacy team to offer our parents GED, ESL, parenting classes, and Motherread using the Even Start Model. The involvement with the community affords our students opportunities. We have had year round Ameri-Corps teams with NCCC who serve our students and school on both academic and physical projects. The Naval Reserves and Mayor Riley's SOS program forms special relationships with our students as mentors. The Red Cross, this past spring, donated the first "dream house" for our library- a safe haven of quiet for students to read and think. Mayor Riley honored Goodwin as a Low Country Promise Site. Our positive learning environment offers all students the right to stretch and set goals for reaching their potential; to involve oneself and be motivated while learning; to have a new start each day; to be surrounded with rich literature and authentic writing experiences; to be exposed to the arts; to be physically fit and be competitive with oneself; to have opportunities asking them to a challenge or contest; to unlock and use the technological arena; to be supported by a nurturing parent, teacher, and school community; and to be respected for who they are. Whether we help children take baby steps or grow by leaps and bounds, everyone at Goodwin makes a commitment to all children so they know and feel success. Our obligation is to meet the children where they are and build them as tiny block towers to enormous skyscrapers as we increase achievement on PACT or any other challenge. The Goodwin family dedicates and involves themselves with all children. We offer our children daily affirmations, the spirit of perseverance, the nurturing invitation, the thread of enthusiasm that connects us as a family, the passion of caring, and level the playing field for our students to achieve as well as to create wonderful elementary school memories that will be the building blocks for their future. Goodwin Elementary is the place where "great expectations" are the gateway to the future for our children.

La Dene' A. Conroy, Principal

Marzel Thomas, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	100	72
Percent satisfied with learning environment	42.3%	77.0%	83.3%
Percent satisfied with social and physical environment	55.8%	80.6%	85.9%
Percent satisfied with home-school relations	22.0%	84.8%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.